

**A COMPARATIVE BETWEEN THE USE OF PRESENTATION
PRACTICE PRODUCTION STRATEGY AND ACTION FEELINGS
SETTING STRATEGY IN INCREASING THE STUDENTS' NARRATIVE
TEXT WRITING ABILITY AT THE FIRST SEMESTER
OF THE EIGHTH GRADE AT SMP PGRI 6
BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF
2018/2019**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1 Degree

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ABSTRACT

A COMPARATIVE BETWEEN THE USE OF PRESENTATION PRACTICE PRODUCTION STRATEGY AND ACTION FEELINGS SETTING STRATEGY IN INCREASING THE STUDENTS' NARRATIVE TEXT WRITING ABILITY AT THE FIRST SEMESTER OF THE EIGHTH GRADE AT SMP PGRI 6 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

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Based on classroom teaching and learning activities, it was found that some students experienced difficulties in learning writing. They were low-motivated in writing. They were also confused how to start writing. In addition, the technique used by the teacher was monotonous, which made the students bored to join English lesson especially writing. Presentation Practice Production strategy and Action Feelings Setting strategy are the best answer to support success in teaching learning to improve the students' narrative text writing.

The objective of this research is to find out whether there is significant achievement between the use of Presentation Practice Production strategy and Action Feelings Setting strategy in increasing the students' narrative text writing ability.

This research employed a static group comparison design that involved two groups. Two classes were chosen as experimental class A and experimental class B using Cluster Random Sampling. The experimental class A was treated using Presentation Practice Product strategy while the experimental class B was treated using Action Feeling Setting strategy. The result of data analysis showed that $t_{\text{observed}} (5.11729)$ was greater than the result of $t_{\text{critical}} (2.000)$. It means that the use of Presentation Practice Product strategy and Action Feelings Setting strategy has significant difference in increasing the students' writing ability.

Keywords : Presentation Practice Production strategy, Action Feelings Setting strategy, Narrative text.

DECLARATION

I hereby state that this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledge in this thesis.

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STRATEGY AND ACTION FEELINGS SETTING
STRATEGY IN INCREASING THE STUDENTS'
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MOTTO

اللّٰذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾

“He Who taught (the use of) the pen” (QS. AL-‘Alaq: ٤)^١



^١ Abdullah Yusuf Ali, The Meaning of Holy Qur'an New Edition Revised Translation, Commentary and Newly Comprehensive Index (Beltsville: Amana Publication, ٢٠٠٥), p. ١٥٠٦

DEDICATION

This thesis is dedicated to:

١. My beloved father Mr. Budi Santoso and my beloved mother Mrs. Yatmi who always give support, spirit and pray for my success and my life.
٢. My sisters, Fitri Puspita Sari, S.Pd and Galuh Setya Putri who always give me spirit and suggestion.
٣. My best partner Trian Doni who always support and remind me to do the best.
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٥. My beloved almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The writer's name is Siska Dini Larasati. She was born on June 6th, 1996 in Kotabumi, North Lampung. She is the second child of three children of the couple Mr Budi Santoso and Mrs. Yatmi. She has two sisters, they are Fitri Puspita Sari, S.Pd and Galuh Setya Putri.

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Raden Intan Islamic University since 2013.

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I would like to thank Allah, the most gracious and the most merciful, who given his blessing chance for the writer in completing this thesis entitled “A Comparative Study Between The Use Of Presentation Practice Product Strategy And Action Feelings Setting Strategy In Increasing The Students’ Narrative Text Writing Ability At The First Semester Of The Eighth Grade At SMP PGRI 1 Bandar Lampung In The Academic Year Of 2018/2019” can be finally completed. This thesis is also written as a part of the requirements of S-1 Degree in the English Education study Program UIN Raden Intan Lampung.

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Finally, the writer is fully aware that there is still a lot of weaknesses in this thesis. Any correction, comments and critics for the improvement of this thesis are always open-heartedly welcome and the writer hopes that this thesis will be useful for the readers.

Bandar Lampung

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Siska Dini Larasati

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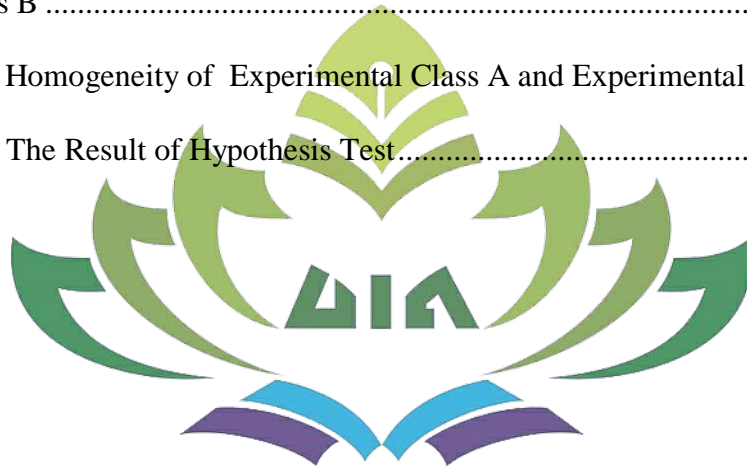
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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is important device and a very beneficial means for human being to communicate with other people. By using language people can talk and understand each other. English is an important language in this world, because English has become international language in getting knowledge resources. In many sides, such as in education, economic, politic and trade almost of them use English Harmer says,” a language function is a purpose you with to achieve when you say or write something.¹

Nowadays, there are many kinds of language used among the countries around the world. Each country has its own language that is used by its citizens in the daily life. Every language has characteristic and different ones with the others. For example: Arabic and Japanese letters in the form of shape, English and Indonesian letter in the form of pronunciation and so on. As a result, it becomes difficult to communicate with people whose language is different because different ponds have different fish. In this case, people around the world agree to use one language as international language to unite them in the same code to meet one condition in doing a communication.

English is an international language becomes a foreign language and using of English language is important, remember that to face globalization era.

¹ Jeremy Harmer, *How To Teach English*, Edin burgh Gate, Longman, 2007, p.76

According to Setiyadi “ people should learn English in the condition where the language is use for communication in their daily lifes. Some people prefer to call the former learning English as a foreign language and the latter learning English as a second language.² It means that English is used as foreign language but some people used English as second language.

In the process of learning English, there are four language skills which must be mastered by students. They are listening, speaking, reading and writing. Writing is one of the activities done by English students and one of language skills. Writing is very important for all people in daily activities not only students which should have writing skill but also non academic students. As one of the four language skills, writing has traditionally occupied place in most English syllabuses. It means not only reading and speaking skills that should be mastered by the students but also writing skill. Writing is a process of communication which uses conventional, graphic system to convey a message to reader.

For many of foreign language student, writing is considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the paragraph.³ Based on the theories above, the researcher can be concluded that the definition of writing is one of process to expression their ideas, experience, thoughts and feelings through writing. In writing there are some types of writing one of them is narrative text.

²Bambang Setiyadi, *Teaching English As A Foreign language*, Graha Ilmu, Yogyakarta, 2006, p. 20

³ Sanggam Siahaan, *The English Paragraph*, Yogyakarta, Graham Ilmu, 2007, p.2

According to Pardiyono narrative text is a kind of text has function to amuse, entertain and to deal with actual or vicarious experience in different ways.⁴ It means that narrative text is text that tells a story with some function that to amuse, entertain, to make a reader's interest with vicarious experience.

Based on the preliminary research on March 03rd 2018, the researcher found that most of the students of SMP PGRI 6 Bandar Lampung faced some problems and difficulties in understanding narrative text in writing. Based on the interview with students SMP PGRI 6 Bandar Lampung showed that there are several aspect of unsuccessful of teaching writing they were students' have low motivation in writing and still bad in grammar, vocabulary and they are confused how to write correctly.

Table 1
Students' Score of Writing at the Eighth Grade of SMP PGRI 6 Bandar Lampung in the Academic Year of 2017/2018

No	Students' Score	Class							Total	Percentage
		A	B	C	D	E	F	G		
1	≥ 70	13	12	14	13	14	12	10	88	42.31%
2	< 70	17	14	18	16	16	20	20	121	58.20%
Total		30	26	32	28	30	32	30	208	100%

Source: English Teacher at SMP PGRI 6 Bandar Lampung.

From the table above, it can be concluded that 156 students got < 70. It means that the students' writing ability is under average and not suitable from the KBM at the school, the KBM of this school is 70. Based on the result of interview with English teacher Mrs. Windarti,S.Pd the researcher found that

⁴ Pardiyono. *Bahasa Indonesia*,. Company Inc, Bandung, 2007. p. 67.

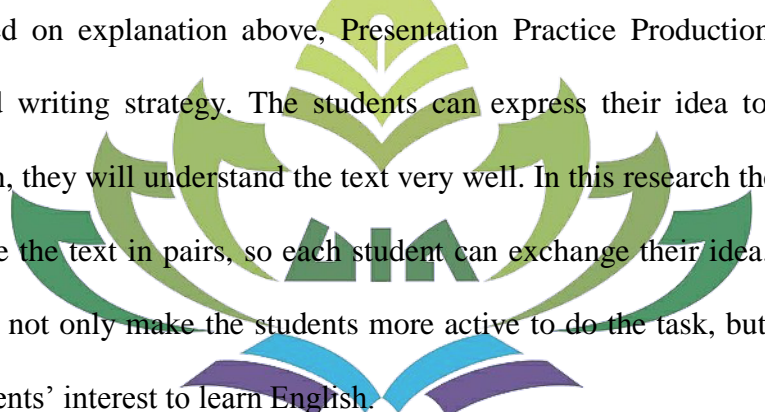
the students' writing mastery is still low and their motivation in learning English is also low. They felt difficult when they wanted to express their ideas in written form by using good English. The students had difficulties in rules how to express their ideas and what to write.⁵

To accomplish the students' need in writing narrative text, there are strategies which can help students to improve their writing which is called Presentation Practice Production and Action Feelings Setting.

Presentation Practice Production strategy is a teaching strategy which consists of three steps. They are presentation, practice, and production. Presentation is used by involving setting up a situation. Practice is eliciting or modeling some language that fits the situation. And the last is Production, by asking the students to practice the new language in a controlled way and then encouraging students to use the new language. Based on explanation above, it can be concluded that Presentation Practice Production strategy is a teaching strategy which consists of three steps: presentation, practice, and production which are used by involving setting up a situation, eliciting or modeling some language that fits the situation, having students practice the new language in a controlled way and then encouraging students to use the new language.

⁵ Windarti. *English teacher*, at SMP PGRI 6 Bandar Lampung, on Saturday, March 03, 2018. *An Interview*

According to pervious research of Alfiatul Izzah Presentation Practice Production strategy is relatively straight forward, and structured enough to be easily understood by both of students and new or new emerging teachers.⁶ It is showed that this strategy suitable for students which are difficult to receive new material. It is also helps the teacher make some plans step by step to make students more understand and it can minimize the mistake on the stage when learning process. The research has been done on August 12nd 2013 at MA AL – MA'ARIF Singosari Malang.



Based on explanation above, Presentation Practice Production strategy is a good writing strategy. The students can express their idea to make a text. Then, they will understand the text very well. In this research the students will make the text in pairs, so each student can exchange their idea. This strategy does not only make the students more active to do the task, but also boost up students' interest to learn English.

Meanwhile Action Feelings Setting strategy is a strategy of teaching writing to “create an effective description of any scene”.⁷ It means that Action Feeling Setting strategy is the strategy to write some text by representing every scene in action. Action is describing what was going on, Feelings are describing about how people feel, and Setting is describing about where and the event took place. Action feelings Setting is one of the writing teacher's strategies.

⁶ Alfiatul Izzah, JP3, Volume 1, No. 12, August: *The Use of PRESENTATION PRACTICE PRODUCTION (Presentation Practice Production) Strategy to Improve Writing Skill*, 2013. p.24.

⁷ Steve Peha, *The Writing Teacher's Strategy Guide*, Available at: <http://www.ttms.org.2003>, p.122

There are many teachers' strategies in Steve Peha's Journal, one of the strategies is action feelings setting strategy. Action feelings setting strategy is one of strategy in teaching writing process. This strategy has three steps, namely Action, Feelings, Setting. According to pervious research Sulastrri about the effect of the Action Feelings Setting strategy toward the ability in writing narrative text, the researcher found that the students who were taught by implementing Action Feelings Setting strategy in teaching writing became aware about the pattern of language use especially about tenses and sentence pattern in narrative text, in order to make the reader understand the message or idea that we write.⁸ The research has been done on September 2012 at senior high school AL – HUDA Riau Pekanbaru. It means that Action Feeling Setting is the strategy for writing that uses three types of information to help students to write a text.

The researcher concluded the different from those previous research with this research was in this research used two strategies and comparing those strategies to find out higher achievement in writing narrative text.

While similarity of Presentation Practice Production and Action Feelings Setting is those strategies are included in whilst-writing activity. The differences Presentation Practice Production strategy and Action Feelings Setting strategy is : in Presentation Practice Production the students did not draw a picture, while in Action Feelings Setting the students draw picture

⁸ Novi Sulastrri, *The Effect Of Using Action- Feelings- Setting Strategy Toward The Ability In Writing Narrative Text*. Faculty of Education And Teacher Training State Islamic University Of Sultan Syarif Kasim Riau Pekanbaru. 2012.

related to they idea and theme given, even thought the strategy have the different way to make good writing and story.

Hence, the researcher conducted a research entitles : A Comparative Study between the use of Presentation Practice Production Strategy and Action Feeling Setting Strategy in Increasing the Students' Narrative Text Writing Ability at the first semester of the eighth Grade of SMP PGRI 6 Bandar Lampung in the Academic Year of 2018/2019.

B. Identification of the Problem

Referring to the background of the study above, the identification of the problems as follows:

1. The students have low vocabulary.
2. The students are still bad in grammar.
3. The students have low motivation in writing.
4. The students are confused how to write correctly.

C. Limitation of the Problem

Referring to identification of the problem, the research was intended to find out the significant achievement in writing narrative text between the students who are taught by using Presentation Practice Production strategy and the students who are taught by using Action Feelings Setting strategy at the SMP PGRI 6 Bandar Lampung in the academic year of 2018/2019.

D. Formulation of the Problem

Based on the background above, the problem was formulated as follows:” Do the students who are taught by using Presentation Practice Production strategy have higher achievement in writing narrative text than those who are taught by using Action Feelings Setting strategy at the SMP PGRI 6 Bandar Lampung in the academic year of 2018/2019?”

E. Objective of the Research

The objective of the study was intended to find out whether the students who are taught by using Presentation Practice Production strategy have higher achievement in writing narrative text then those who are taught by using Action Feelings Setting strategy.

F. Use of the research

1. Use of the Research

a) Theoretically

Theoretically, the result of the research was expected to be used to support the theory which has been explained in the next chapter about a comparative study between the use Presentation Practice Production strategy and Action Feelings Setting strategy in increasing the students’ narrative text writing ability of the first semester of the eighth grade of junior high school.

b) Practically

1) For the students

The students got easy strategy to write something by using Presentation Practice Production strategy and Action Feelings Setting strategy.

2) For the teacher

To gave information for the English teacher, especially at the second semester of the eighth grade of SMP PGRI 6 Bandar Lampung in the academic year of 2018/2019, that Presentation Practice Production strategy or Action Feelings Setting strategy are more effective to be used in teaching narrative text writing ability.

3) For the researcher

The researcher known about the students' narrative text writing ability especially by using Presentation Practice Production or Action Feelings Setting strategy and the research can carry out the strategy to the next teaching and learning in the classroom.

G. Scope of the Research

Scope of the research is as follows;

a. Subject of the research

The subject of the research was students at the Eighth Grade of SMP PGRI 6 Bandar Lampung in the academic year of 2018/2019.

b. Object of the Research

The object of the research was the use of Presentation Practice Production strategy and Action Feeling Setting strategy as well as the students' narrative text writing ability.

c. Time of the Research

The research was conducted at the first semester in the academic year of 2018/2019.

d. Place of the Research

The research was conducted at SMP PGRI 6 Bandar Lampung in the academic year of 2018/2019.



CHAPTER II

REVIEW OF LITERATURE

A. Theory

1. Teaching English as a Foreign Language

Teaching is an action to transfer knowledge from the teacher to the students. The aim is the students can understand the teacher's explanation. Teaching is systematic activities that have many components and all of them relate each others. For the reason, it is very important to have good management in teaching. It should be considered about teacher's skill, ability in managing the class and his or her professionalism so the teaching goal is achieved. Further, teaching is guiding and facilitating learning, permit the students to learn and setting the condition for the learning. According to Harmer Teaching means to give (someone) knowledge or to instruct or to train (someone).¹ It means that teaching is the activity to show somebody how to do something or to change someones' ideas.

In Indonesia, English is learned at schools and people do not speak the language in the society.² Consequently, in Indonesia, many people think that English is difficult because they are do not practice to use it in their daily life. English in Indonesia is as foreign language, so they just learn because English is the one of the subject in their school.

¹Jeremy Harmer, *How to Teach English* (New England: Longman, 2002), p. 56.

²Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 22.

It can be concluded that teaching English as foreign language is an action to transfer English knowledge from the teacher to the students. Many students are not good in English because they just practice in their school or institution. In this case, the teacher's ability in creating effective and good way in teaching English is very important to make the students more interested in learning English. Based on the explanation above, English is one of the important language that is taught in Indonesia. In teaching English, the teacher should be able to create a comfortable class and use creative techniques so the students will be interest in learning English.

٢. Writing

a. Definition of Writing

Writing is usually thought to be the most difficult skill to acquire and should only be taught after students have learned the other skills. But here, students are expected to be able to write well. Because by writing, the researcher can express what happen in her mind, so that the readers will know about it. Writing has been a central topic in applied linguistics for many years and remains an area of lively intellectual research or debate. "Writing is functional communication, making students possible to create imagined worlds of their own design".^٢ It means that, through writing, students can express thought, feeling, ideas, experiences, etc. to convey a specific purpose. The purpose of writing is to give some information.

^٢ Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, ٢٠٠٠), p. ١٧٢.

Writing is a two – step process. First, you figure out your meaning, and then you put it into language.^٤ It can be concluded that writing is used to express someone's ideas and feeling in written form.

b. Writing Process

Writing is a progressive activity. It means that when we first write something down, we have already been thinking about what we are going to write and how we are going to do it. Process of writing involves problem solving and decision making. According to Lundsteen writing is a tool for getting along in the world.^٥ It means that writing process is a complicated intellectual undertaking, writers need to be creative enough to generate ideas and goal directed enough to organize those ideas into meaningful text.

Writing process approach involves the process – step necessary to produce a good quality final piece of writing. The writing process are; prewriting, writing, revising, editing, and publishing. It can be explained as follows:^٦

١) Prewriting

In this important first step, young students are given an opportunity to prepare to write and to collect their thoughts and ideas. If done properly, it can ease them into writing without any hesitation or worry.

^٤ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Great Britain: Longman, ٢٠٠١), ٢nd Ed, p. ٢٢٦-٢٢٧.

^٥ Barbara C. Palmer and friends, *Developing Cultural Literacy Through The Writing Process*, (Boston and London: Allyn and Balcon, ١٩٩٤), p. ١-٢.

^٦ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (NY: McGraw Hill, ٢٠٠٦), p. ١٠٢-١٠٩.

For every piece of writing there is always pre write activity. In the classroom, prewriting can be as simple as a drawing activity, or it can be woven into a discussion between the teacher and the students. In pre write steps, gather ideas to write about. Taking notes in one of way to gather ideas. There are several ways to warm up before you write, they are brainstorming and clustering.

٢) Writing

Young students write down all of their ideas. They don't worry about form of correctness or even the order. The objective is to get the ideas on paper as quickly as possible. For instance, if young students are going to be writing a manual on how to use her favorite toy, they could write down the steps they do when they play with it.

٣) Revising

The initial piece of writing is examined and reworked so that the ideas are logical and flow together.

٤) Editing

Students (with the help of their teachers, caregivers, or classmates) proof – read their work to make sure that there are not any content errors or grammatical or spelling errors. Correcting students' errors and helping students to find and correct their own errors presents a riel dilemma for teachers. On the other hand, they need to know how to write using standard conventions of spelling, grammar, and punctuation.

٥) Publishing

The writing piece is rewritten in a published or presentable form, in a student – made book, on special paper, and/or on a computer so that it can be displayed or shared.

These explanations above are ٥ steps in writing process that should be done if someone wants to write easily. Before we write we have to prepare our mind to write properly. Then they have to check, is it the ideas logical. After that the researcher has to check all by reading repeatedly to find these errors. Finally, the writing is ready to publish and the text is better produced.

c. Writing Purpose

In writing, the researcher has purposes to convey messages to the reader. No matter what kind of writing the researcher does, he/she should have a specific and clear purpose. It can be done by selecting right words and suitable sentences structure to convey the intended meaning.

According to Grenville, there are three purposes of writing: to entertain, to inform and to persuade.^٧

١) To entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the researcher needs to use his/her creativity.

^٧ Kate Grenville. *Writing from Start to Finish: A Six Step Guides*. Australia: Allen and Unwin. ٢٠٠١, p.١

It must not make the readers laugh, but engage their feeling in some ways.

٢) To inform

Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or business reports, instructions or procedures, and essays for school and university.

٣) To persuade

The researcher tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act upon it.

In conclusion, the purpose of writing is not only to express the ideas, feeling or thought in written symbol but it also has specific purposes such as to entertain, to inform and to persuade the readers.

d. Writing ability

Writing considered as a complex process. It is because in writing, the only one process is not only expressing ideas and then elaborate them in a written form but also think how the information can convey well, correctly and coherently. According to Siahaan writing ability is the skill of a writer to communicate information to a reader or group of readers.[^] Thus, writing is the way to communicate the information. In writing activity, the

[^]Sanggam.Siahaan, *Issues in Linguistic*, (Yogyakarta: GrahaIlmu, ٢٠٠٨), p.٢٢.

writers are successfully in their writing contains some fundamental aspects of writing. There are five aspects which have to fulfill. The five aspects of writing are as the criteria of good writing are: According to Heaton, Five major aspects are accompanied by explicit description of what is mean by the different band-scales. The criteria of good writing, there are:^٩

- Content (the ability to think creatively and develop thoughts).
- Organization (the ability to write in appropriate manner).
- Vocabulary (the ability to use of word/idiom).
- Language use (the ability to write appropriate structure).
- Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly)

e. **Teaching Writing**

Teaching writing is important thing. Writing as one of the skills of learning language, students should master to write something, because writing skill is need in every activity. From the academic until getting a job, Academic student should master to write because they will write report and final examination. That is why, teaching writing is very important. Harmer said that teaching writing is focus on production and writing process.^{١٠} Consecutively, teaching writing to the students focus on what students can produce through long process starting from brainstorming up to final production.

^٩ J.B. Heaton, *Writing English Language Test*, (New York: Longman, ١٩٨٨), p. ١٣٥.

^{١٠} Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, ١٩٩٩), p. ٢٥٧.

Teaching writing is different from teaching any other language skill. In addition, teaching writing covers teaching of language ability, because the process of this activity engaging the combination of all teaching process. Teaching writing is not only about how to make good writing ideas, but also make the students' writing ability better than before. Harmer said that students need to learn and practice the art of putting word together in well-formed sentence, paragraph and text.^{١١} He added in the teaching of writing, the teacher can focus on the production to that writing or on the writing process itself. The procedures of teaching writing can be described as follows:

١) Pre-writing Activity

In pre-writing activity, the teacher will give apperception to the students by asking the questions. Then the teacher will give motivation by giving an example of narrative text by using Presentation Practice Production strategy and Action Feelings Setting strategy.

٢) Whilst-writing Activity

In while-writing activity, the teacher will explain the goals, the objective of instructions and also some aspects of writing used to make a good writing for example of narrative text by using Presentation Practice Production strategy and Action Feelings Setting strategy.

^{١١}*Ibid*, p.١٢٨.

٣) Post-writing Activity

The last is post-writing activity. In this section, the teacher will ask to the students to make a narrative text by using Presentation Practice Production strategy and Action Feelings Setting strategy. After that the students should check their work.

It should be done to find out the mistakes of some aspects of writing. After that the students can rewrite their work and the teacher asks the students to submit their work.^{١٢} It can be concluded that teaching writing is focus on the production and writing process. The writing process is the procedures when teaching writing to the students. They are pre-writing activity, whilst-writing activity and post-writing activity, after the teacher knows the procedures of teaching writing, she/ he can focus on how to improve students' writing ability by those certain processes.

f. Approaches in Teaching Writing

According to Harmer, there are approaches in teaching writing as follows:

١) Process and Production

In the teaching of writing we can either focus on production of that writing or on the writing process itself. When concentrated on the production, we are orally interested in the aim of task in the end production. As we shall see below, a consideration of written genre has a lot in common with a

^{١٢} *Ibid.*

production approach to writing, i.e an approach with values the construction of the end production as the main thing to be focused on (rather than the process of writing itself).

٢) Genre

A lot within a discourse community in very genre bound, in other words, writers frequently construct their writing, so that the people within that discourse community will instantly understand what kind of writing it is. We know that writing we do to help students learn language or to do test them on that language.

g. How to test Writing

In teaching writing there are several how to test writing for to the students. There are three designing assessment task for writing skill, they are as follows:^{١٢}

١) Imitative Writing

Imitative writing is used for the beginning level English learner which needs basic training in and assessment of imitative writing: the rudiments of form in letters, words, and simple sentences. We examine this level of writing first.

a. Task in (Hand) writing letters, words, and punctuation.

- Copying
- Listening cloze selection task

^{١٢} Athur Hughes, Testing for Language Teachers, Second Edition, (Cambridge: University Press, ٢٠٠٣),p. ٨٣-٨٥

- Picture cued task
- Converting numbers and abbreviation to words

b. Spelling task and detecting phoneme grapheme correspondences.

- Spelling test
- Picture cued task
- Multiple choices techniques
- Matching phonetics symbols

٦) **Intensive (Controlled) writing**

This next level of writing is what second language teacher training manuals have for decades called controlled writing. It may also be thought of as form focused writing. Grammar writing or simply guided writing. A good deal of writing at this level is display writing as opposed to real writing: students produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for an authentic purpose. The traditional grammar/vocabulary test has plenty of display writing in it, since the response mode demonstrates only the test-taker ability to combine or use words correctly. No new information is passed on from one person to the other.

- a. Dictation and Dicto-Comp
- b. Grammatical transformation task
- c. Picture cued tasks
 - Short sentences
 - Picture description

- Picture sequence description

d. Vocabulary assessment tasks

e. Ordering tasks

f. Short answer and sentence completion tasks

٣) Responsive and Extensive

In this section we consider both responsive and extensive writing tasks.

They will be regarded here as continuum of possibilities ranging from lower and tasks whose complexity exceeds those in the previous category of intensive or controlled writing, through more open ended tasks such as writing short reports, essays, summaries, and responses, up to texts of several pages or more.

a. Paraphrasing

b. Guided question and answer

c. Paragraph construction tasks

- Topic sentences writing
- Topics development within a paragraph
- Development of main and supporting ideas across paragraph

d. Strategic options

- Attending to task
- Attending to genre

From the explanation above, teaching writing skills as well as important skill other skill because when students find the new words, they often think and write it for their language. From studying about writing, the students will know

how they use their punctuation, grammar, vocabulary, spelling, and all that include in writing.

B. Text

A text is meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text^{١٤}. It means that text is a number of word to give a message to somebody in written or spoken.

Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.^{١٥} Further language is always produce, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.^{١٦} It means that text is used as communication by the writer with organized the structure of the text and grammatical of words, clauses, and sentences.

According to Emilia a text has texture and good characteristic as follow:^{١٧}

^{١٤} Mark Anderson and Khaty Anderson, *Text Type In English*, (Australia: Mackmillan, ١٩٩٧), p. ١.

^{١٥} Ken hayland, *Teaching And Researching Writing* (٢nd ed) (edin burgh gate: Pearson, ٢٠٠٩), p. ٨.

^{١٦} Peter Knapp and Megan Watkins, *Genre, Text, Grammar, Technologies For Teaching And Assessing Writing* (Sydney: University of new south wales press ltd, ٢٠٠٥), p. ٢٩.

^{١٧} Emi Emilia, *Pendekatan genre-based dalam pengajar bahasa inggris: petunjuk untuk guru* (bandung rizqi, ٢٠١١). P. ٨.

١. Coherence

Refers to a group clauses or sentences relate with the context. Coherence divided into situational coherence.

٢. Cohesion

Refers to how the writer relates each part from the text. Based on those explanations, it can be inferred that a good text is a text that relates with the theme, use correct grammatical and generic structure appropriate with the text, and can be understood by the reader.

There are some types of writing which have to be taught in junior high school, they are; procedure, descriptive, recount, and narrative.

a. Procedure

A procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instruction for making something, doing something or getting somewhere. Example of procedure texts include: recipes, itineraries, instruction manuals, directions.

b. Descriptive

Descriptive presents the appearance of things that occupy space, whether they are object, people, buildings, or cities. The purpose of descriptive is to convey to the reader what something looks like. It

attempts to gain a picture with words.^{١٨} The explanation about this term will be presented in the next session.

c. Recount

Recount is a piece of text that retells past events, usually in the order which they happened.^{١٩} The aim of a recount is to give the audience a description of what occurred and when it occurred. Some example of recount text types are; newspaper, reports, conversation, speeches, television interviews, etc.

d. Narrative

A narrative is most generally described as a story told by the narrator. Narratives are not as simple as that. They are construction of certain characteristics that relate a tale through an organization of words. This construction includes three discernible layers, the elements that make up the content of the narrative, and the agent. Understanding these concepts is the key to defining a narrative. The narrative text is type of written text that tells a story of one character or more who face certain situation. Its purpose is to present a view of the world that entertains or informs the reader or listener. It is related to the recount type. There are many different types of narratives including: *humor, romance, crime, mystery, fantasy, science fiction, real-life fiction, adventure, diary-novel, etc.*^{٢٠}

^{١٨} Elizabet Cowan, *Writing Brief Editin*, (Texas: Scott, foresman, and company), p. ١٤٨

^{١٩} *Loc. Cit.* Mark Anderson and Kathy Anderson, p. ٤٨

^{٢٠} *Ibid*, Mark Anderson and Kathy Anderson p. ٣

C. Narrative Text

١. Definition of Narrative Text

Narrative text is a kind of text that tells about a story that is based on the some events or experience. Narratives contain of problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. Hartono also stated that there are two kinds of genres; story genres and factual genres. Narrative, news story, anecdote, recount and spoof include in story genres. Procedure, explanation, report, exposition, discussion, description, review, news item and commentary include in factual genres.^{٢١} In this research the researcher only focuses on narrative. He also said that Narrative has social function to amuse, entertain and to deal with actual or various experience in different ways.^{٢٢} Additionally, Sarantha said that narrative writing contains a sequence of event together with characters and setting.

It can be concluded that narrative is an activity the students do in expressing their ideas to entertain or amuse the reader. In writing narrative text, the students must pay attention in making the time order to organize the sentence. Narrative is text that tells about past event and consist of grammatical and three organization, they are orientation, complication and resolution.

^{٢١} Rudi Hartono. *Genres of Text*. Semarang: ٢٠٠٥. P.٥

^{٢٢} *Ibid.* Rudi Hartono.P.٦

٢. Kinds of Narrative Text

Narrative is kind of text that contains of story which has a problematic, climax and solution as the end of the story. It means that in narrative there is a conflict that will reach the solution in the end of story. There are many kinds of narrative text, they are: ^{٢٣}

- a. Fable.
- b. Fairy tale
- c. Legend
- d. Myth
- e. Folk tales

In this research, the researcher was used three types of narrative text. There were fable, fairy tale, and legend.

٣. The Generic Structure of Narrative Text

Narrative text is to amuse, entertain and to deal with or vicarious experience in different ways. According to Neo narrative has a structure, a shape or a pattern. It can be represented graphically in this way. ^{٢٤} It can be seen in Appendix ٤. Anderson states that the steps for constructing a narrative are: ^{٢٥}

^{٢٣} Emi Emilia. *Loc.cit.P.٩٤*

^{٢٤} Ernest Neo. ٢٠٠٥. *Narrative for 'O' Level. Malaysia: Longman*, p.٢.

^{٢٥} Mark Anderson. ١٩٩٧. *Text Type in English ٢. Australia: Mackmillan*, p.٨

a. Orientation/ exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

b. Complication/ rising action

The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporarily) divert them from reaching their goal.

c. Sequence of event? Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

d. Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end'?)

e. Reorientation

It is an optional closure of event.

٤. Grammatical Features of Narrative Text.

The narrative text has grammatical features that have function to improve the student's knowledge, they are:^{٢٦}

- a. The use of simple past tense. The examples are: *climb – climbed, turn – turn, break – brought.*
- b. The use of particular nouns that refer to or describe the particular people, animals, and things that the story is about. The examples are: *The King, The Queen etc.*
- c. The use of adjectives to build noun groups to describe the people, animals, or things in the story. The examples are: *Long black hair, two red apples.*
- d. The use of conjunction and time connection to sequence event through time. The examples are: *Than, before, after, soon.*
- e. The use of adverbs adverbial phrases to locate the particular incidents or events. The examples are : *here, in the mountain, happily ever after.*
- f. The use of saying and thinking verb to indicate what characters are feeling, thinking, and saying.

٥. Purpose of Narrative Text

People write narrative text might be basically for pleasure, to gain and hold the reader interest in a story. It means that they like to write any kinds of stories to entertain or even to teach the readers about the writer's

^{٢٦} Ibid..p.٨.

reflection on experience. Cavanagh state that the purposes of narrative text are to entertain, create, stimulate emotions, motivate, guide or teach trough story.^{٢٧}

It can be concluded that the social function of narrative text is to amuse the reader or listener, other than providing entertainment, can make the audience thinks about an issue, teach them lesson, or excite their emotions.

D. Presentation Practice Production Strategy

١. Definition of Presentation Practice Production Strategy

There are some strategies which can guide the students to express their ideas through written form. One of them is Presentation Practice Production. According to Kostoulas Presentation Practice Production is divided into three phases, moving from tight teacher control towards greater learner freedom.^{٢٨} Meanwhile Nunan in Izzah said that Presentation Practice Production strategy is relatively straight forward, and structured enough to be easily understood by both of students and new or new emerging teachers. It showed that this strategy suitable for students which are difficult to receive new material. It is also used to make easier for the teacher make some plan step by step to make more understand for

^{٢٧} Ob.Cit.,p^٨

^{٢٨} Achilleas Kostoulas. Presentation, Practice and Productionion (PPP), (Online), (<http://achiellaskostoulas.files.wordpress.com/٢٠١٢/٠١/ppp.pdf>) , ٢٠١٢. p.١

the students.^{٢٩} Presentation Practice Production is a strategy which can not be separated because they related each other.

It consists of Presentation, Practice and Production. Harmer explains Presentation Practice Production as follows^{٣٠}:

a. Presentation

Presentation is the practice of showing and explaining the content of a topic to an audience or student. It represents the introduction to a lesson, and necessarily requires the creation of a realistic (or realistic-feeling) "situation" requiring the target language to be learned. This can be achieved through using pictures, dialogs, imagination or actual "classroom situations". The teacher checks to see that the students understand the nature of the situation, and then builds the "concept" underlying the language to be learned using small chunks of language that the students already know. Having understood the concept, students are then given the language "model" and engage in This is a very teacher-orientated stage where error correction is important.

b. Practice

Practice is learning by repetition. Students gradually move into more "communicative practice" involving procedures like information gap activities, dialog creation and controlled role plays. Practice is seen as the frequency device to create familiarity and confidence with the new

^{٢٩}AlfiatulIzzah, JP, Volume ١, No. ١٢, Agustus: *The Use of PPP (Presentation Practice Production) Strategy to Improve Writing Skill*, ٢٠١٣, p.٢٤.

^{٣٠}Jeremy Harmer *The practice of English language teaching* (New England: Longman),p.٨٠

language, and a measuring stick for accuracy. The teacher still directs and corrects at this stage, but the classroom is beginning to become more learner-centered.

c. Production

Production is the act of making productions (something, goods and services). It is seen as the culmination of the language learning process, whereby the students have started to become independent *users* of the language rather than *students* of the language. The teacher's role here is to somehow facilitate a realistic situation or activity where the students instinctively feel the need to actively apply the language they have been practicing. The teacher does not correct or become involved unless students directly appeal to him/her to do so.

In summary, Presentation Practice Production strategy aims to get students to learn the second language and finishing result the students will be able produce correctly without thought before. It means this strategy how to develop students' knowledge, for example to develop their implicit knowledge. In addition, to guide the students to get information which role-play from the presentation stage.

٢. Procedure of Using Presentation Practice Production Strategy

From the concept stated previously, it can be known that Presentation Practice Production is a teaching which consist some steps. In this procedure the teacher introduces a situation which contextualizes the language to be taught. The language, too, is then presented. The students now practice the language using accurate reproduction techniques such as choral repetition (where the students repeat a word, phrase, or sentences all together with the teacher 'conducting'), individual repetition (where individual student repeat a word, phrase, or sentences at the teacher's urging) and cue-response drills (where the teacher gives a cue such as cinema, nominates a student by name or by looking or pointing, and the student make the desired response, e.g. would you like to come to the cinema?) these have similarities with the classic kind of audio-lingual drill we saw above, but because they are contextualized by the situation that has been presented, they carry more meaning than a simple substitution drill. Latter the students, using the new language, make sentences of their own, and this is referred to as production. The following elementary-level example demonstrates this procedure:

a. Presentation

The teacher presents or shows the material to the students by using the picture. The example of presentation stage: the teacher explains about "narrative text" then she show the picture about Bawang Putih Bawang Merah to make the students understood.

Figure I



b. Practice

The teacher gets the students to repeat the sentence *She's Bawang Putih washing in the river*. The students repeat the sentence individually, and the teacher corrects any mistakes she hears. The example of practice stage: the teacher point one by one of students to check their learning.

Example is:

Teacher : Doni, repeat this sentence after me "There was a beautiful girl called Bawang Putih"

Students : "There was a beautiful girl called Bawang Putih"

Teacher : Good, Doni

c. Production

The last step of Presentation Practice Production cycle is production, which some trainers have called “immediate creativity”. Here the students are asked to use new language in sentence of their own language. For example, the teacher asked the students to imagine that they are all in the story of Bawang Putih and Bawang Merah. They must say what each of them is doing.^{٣١}

٣. Teaching Narrative Writing Using Presentation Practice Production

Based on the steps procedure of using Presentation Practice Production strategy that explained by the expert, here are several steps from the Woodward in using Presentation Practice Production strategy in teaching narrative text writing ability:

- a. The teacher explains about narrative text.
- b. Then, the teacher explains about Presentation Practice Production strategy.
- c. The teacher explains about narrative text using Presentation Practice Production strategy.
- d. Presentation. In this stage, teacher show the picture.
- e. The teacher gives example about story “Bawang Putih and Bawang Merah”.
- f. The teacher gives the opportunity to the students to ask about the material.

^{٣١} Ibid; p, ٦٥-٦٦

- g. In Practice, the teacher asked the students to repeat the sentence that will be chosen by teacher.
- h. The teacher point one by one of students to check their learning.
- i. The last is Production, the students are asked to write the text by their own language with the other story related to the theme given.
- j. The teacher gives time to finish.
- k. The teacher and the students together check the exercise.
- l. The teacher gives feedback for the students.

٤. **Advantages of Using Presentation Practice Production**

The advantage of using Presentation Practice Production in order to make students more interested in writing skill is students focus more to listen to the explanation of the materials from the teacher. The material here can use the story or the pictures are interesting. So when the teacher told the students to create a narrative text use stories or images of the material presented by the teacher is easy for students to make narrative text. With the material that was provided to teachers in the form of pictures or stories, able to attract the interest of students towards the English especially writing skill that many students rated difficult.

٥. **Disadvantages of Using Presentation Practice Production**

The Presentation Practice Production is expected to help the students to write a narrative text. However, the Presentation Practice Production has the weakness that is the fast majority of students will feel bored with the

explanation given by the teacher. Therefore it can make students not concentration in the receiving material.

E. Action Feelings Setting Strategy

1. Definition of Action Feelings Setting Strategy

Action Feelings Setting is one of the writing teacher's strategies. There are many teachers' strategies in Steve Peha's Journal, one of the strategies is action feelings-setting strategy. Steve Peha's in journal the writing teacher's strategy guide stated that there are 11 writing teacher's strategy, such as: The Topic T-Chart, The What-Why-How, The Idea Details, The Tell Show, The Transition-Action-Detail, The draw – Label - Caption, The Action – Feelings - Setting, The Content, Purpose, Audience, Effective Lead, Effective Ending, And a Variety Of Strategies. The Action – Feelings -Setting strategy is a great tool for helping writer describes a scene in a narrative with effective detail.

Every narrative story it can be fiction or non -fiction, is made up of scene. And every single scene, readers need to understand the action, feelings, and setting information in order to enjoy and appreciate work.³³ According to pervious research Novi Sulastris about the effect of the Action Feelings Setting strategy toward the ability in writing narrative text, the researcher found that the students who were taught by implementing Action Feelings Setting strategy in teaching writing became aware about the pattern of

³³ Steve Peha., The writing Teacher's Strategy Guide, (New York: Teaching That Making Sense, Inc, 2003), P. 52

language use especially about tenses and sentence pattern in narrative text, in order to make the reader understand the message or idea that we write.³²

The Action Feelings Setting strategy is strategy for making a narrative text. With Action Feelings Setting strategy what writer will describe in narrative story will look clear, readers are not confused after reading it and readers will be satisfied after reading it because in narrative text the use of Action Feelings Setting strategy is looked clear. The explanation of Action Feelings Setting as follow: The researcher concludes that Action Feelings Setting is a strategy for writing that uses three types of information to help students to write narrative text, this strategy for making a narrative text.

a. Action

There is something important happening in this scene. If there was not, you would not be writing about it. The readers are following the action closely. You need to describe the action simply and completely, so people will know what's going on.³³ Based on the definition, the researcher concluded that action is process of doing something by using energy.

b. Feelings

Describe the feeling of important people in this scene. Tell what feeling.³⁴ According to Suryabrata in his book Psikologi

³² Novi Sulastrri, *The Effect Of Using Action- Feelings- Setting Strategy Toward The Ability In Writing Narrative Text*. Faculty Of Education And Teacher Training State Islamic University Of Sultan Syarif Kasim Riau Pekanbaru. 2012

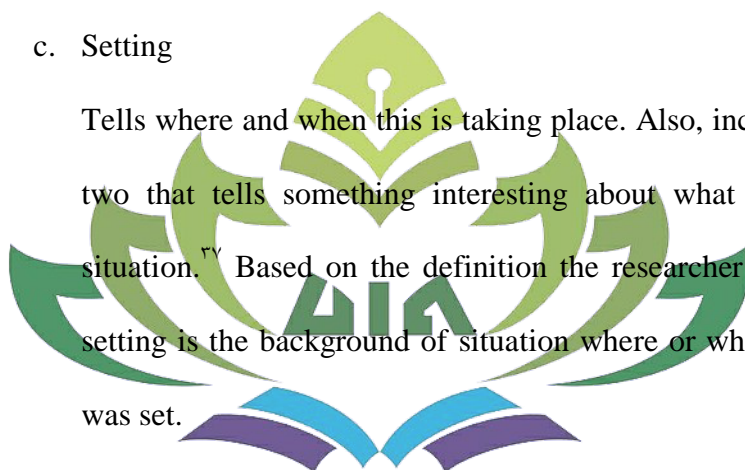
³³ Steve Peha, *Op.cit*.p.52

³⁴ *Ibid*,p.53

Pendidikan usually a feeling defined as psychology symptoms that are subjective, generally associated with symptoms to know and be experienced in happy or not happy in various level in the generally, feeling pertinent with the function of knowing, meaning feelings can arise due to observe, perceive, imagining, remembering or thinking about something.^{٣٦} Based on definition above, the researcher concluded that a feeling is the nature sense of every person to felt something.

c. Setting

Tells where and when this is taking place. Also, include a detail or two that tells something interesting about what led up to this situation.^{٣٧} Based on the definition the researcher concluded that setting is the background of situation where or when the situation was set.



Based on the theory above, the researcher concluded that Action Feelings Setting strategy is the strategy to write a text by presenting every scene.

٢. Procedure of Using Action Feelings Setting Strategy

In applying a strategy, of course there is a procedure that must be followed. Procedure is very useful in order to make the process of doing the technique run well. Longman Dictionary of language teaching and applied linguistic said that procedure is a model of skill learning involving

^{٣٦} Sumadi Suryabrata, *Psikologi Pendidikan*, (Jakarta. PT Raja Grafindo Persada, ٢٠٠٧), p. ٦٦

^{٣٧} Steve peha, *Op.Cit*, p ٥٣

a progression from a controlled stage.^{٣٨} In this paper the researcher will show the procedure of the action feelings setting strategy, they are:^{٣٩}

a) Teacher asks the students to pick a scene from your story that you would like to start writing. The students draw a picture first so you have something to focus on.

b) Action

Teacher asks the students to describe what is happening, a sentence or two about the main action is all you really need.

c) Feelings

The teacher asks the students to describe the feeling of the important people in this scene. Tell what they are feeling and why they feel that way.

d) Setting

The teacher asks the students to tell where and when this is taking place. Also include a detail or two that tells something interesting about what led up to the situation.

e) Put it all together

Use your writing to get started. Make a narrative story. Move things around leave things out. Add new stuff make it sound great.

The example:

^{٣٨} Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic*, (London : Longman, ٢٠٠٢), p. ٤٢١

^{٣٩} Steve Peha. *Op.cit* P. ٥٣

Figure II**SNOW WHITE**

Action : Snow White lived in the forest because the queen's men brought her to the forest, because the queen was jealous of Snow White's beauty. One day, an old lady gave her an apple, and after she ate it, she slept for a long time until a prince came and woke her with his kiss.

Feelings : When the seven dwarfs came back to their house, they felt shock when they saw a beautiful girl sleeping in their beds. After Snow White woke up, she told them all of the true story.

Setting : Snow White lived happily in the forest with the seven dwarfs and the Prince.

Put it all together:

Once upon time, lived a beautiful princess her name is Snow White. She lived in the forest with ٧ dwarfs. She lived in the forest because the queens' men bring her in the forest because the queen was jealous with the Snow Whites' beauty. When the ٧ dwarfs' comeback to their house, they felt shock when they see a beauty girl slept into their beds. After Snow White wake up, she told all of story to ٧ dwarfs, after that ٧ dwarfs ask Snow White to live with them. Finally Snow White and ٧ dwarfs lived together in the forest after the Prince woke her with his kissed because she was slept for a long time after ate an apple from an old lady. Snow White and the Prince lived happily in the forest with ٧ dwarfs.

Based on the explanation above the fifth steps in Action Feelings Setting strategy will be guided to write what students should write narrative text well by using steps in Action Feeling Setting strategy will be guided to write what students should write in the story. The students also can describe the action simply and completely so people will know what is going on, describe how people feel and describe where and when something is taking place in their narrative story.

٣. Teaching Narrative Writing Using Action Feelings Setting

To apply the Action Feelings Setting strategy in teaching narrative text, there are some steps as follows:

- a. The teacher explains about narrative text.

- b. Then, the teacher explains about Action Feelings Setting strategy.
- c. The teacher explains about narrative text using Action Feelings Setting strategy.
- d. The teacher shared the students' a text related to the material and gives the instruction to draw a picture.
- e. The teacher guides again the students to express their idea, beginning from the action. Describe what is happening.
- f. Describe the feelings of the important people in this scene. Feel what they are feeling and why feel that way.
- g. Then setting. Tell where and when this taking place, also include a detail or two that tells something interesting about what led up to this situation.
- h. The teacher gives time to finish.
- i. The teacher asks the students to retell the story.
- j. The teacher and the students together check the exercise.
- k. The teacher gives feedback for the students.

٤. Advantages of using Action Feelings Setting Strategy

The students already know words like “happy” and “sad” and “angry”, so look for other synonyms and learn more about what those words mean. In this strategy the action was detail and Action Feelings Setting can be called “mini story”

٥. Disadvantages of using Action Feelings Setting Strategy

This different from how are normally think about the setting. Usually, we think of setting as simply time and place, when the story happened and where. We still need that information but we need bit more.^{٤٠}

F. Frame of Thinking

Strategy is the way for students to solve problems encountered in constructing meaning in any context. Unlike skills, strategies chosen by students are modified to fit the demands of the learning situation. Strategic students know how and when to alter, modify, combine, and test individual strategies against their prior knowledge, beliefs, and experiences.

Based on the statement above, it can be explained that teaching and learning English by using strategy can motivate and improve the students to study English. The students also can be easy to understand the material subject that will be taught by the teacher, more active in the class and so it can make the English teaching and learning process will be more effective. Moreover, the influence of Presentation Practice Production toward writing ability can be explained as follows:

The influence between narrative text concept Presentation Practice Production strategy toward writing ability can be explained that Presentation Practice Production Strategy is strategy which can appropriate for the students to

^{٤٠} Rahmawati, *The Influence Of Using ACTION FEELINGS SETTING Strategy, Toward Student's Recount Paragraph Writing Ability At The Second Semester Of Eight Grade At Mts NU ١٤ East Lampung*, ٢٠١٤, P.٣٢

improve their ability in writing skill. This strategy aims to get students to learn the second language and finishing result the students will be able produce correctly without thought before. This strategy can help the students to develop their knowledge, for example to develop their implicit knowledge. In addition, to guide the students to get information which role-play from the presentation stage.

Action Feelings Setting strategy will guide to write what students should write in their story. With these steps in students can describe the action simply and completely so people will know what is going on, describe how people feel and describe where and when something is taking place in their narrative story. The influence between narrative text concept and Action Feelings Setting strategy, this strategy is appropriate for the students to improve their ability in writing skill. Action Feelings Setting can help the teacher in order to teaching and learning process in the class can run well.

Based on the explanation about the Presentation Practice Production Strategy and Action Feelings Setting strategy are the strategies that can be applied in teaching narrative text writing, because this strategy give explanation how to write step by step, so by using those strategy students will be easier to write a text.

The procedures of teaching narrative text using Presentation Practice Production strategy and Action Feelings Setting strategy are:

- a. The students must understand about Presentation Practice Production Strategy and Action Feelings Setting strategy.
- b. The students identify narrative text by using Presentation Practice Production strategy and Action Feelings Setting strategy
- c. The students write narrative text by using Presentation Practice Production strategy and Action Feelings Setting strategy.

G. Hypothesis

Concerning the frame of thinking above, the researcher formulates the hypotheses as follows:

H_0 : There was no significant achievement in writing narrative text between the students who are taught by using Action Feelings Setting strategy and the students who are taught by Presentation Practice Production at the SMP PGRI ٦ Bandar Lampung in the academic year of ٢٠١٨/٢٠١٩.

H_a : There was significant achievement in writing narrative text between the students who are taught by using Action Feelings Setting strategy and the students who are taught by Presentation Practice Production at the SMP PGRI ٦ Bandar Lampung in the academic year of ٢٠١٨/٢٠١٩.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used static group comparison design. The static-group comparison is the design which has two groups as experiment and control class and they receive different treatment.¹ However, in this research experimental class A and experimental class B were taken as the name for subject of the research. Tests were provided for both classes with the same material but different strategies in order to find out the significant achievement between the students who were taught by using Presentation Practice Production strategy in experimental class A and Action Feeling Setting strategy in experimental class B. Pre-test was conducted to measure the students' writing ability before treatment, whereas post-test was given to measure the improvement after treatment.

According to Sugiyono a comparative research is used to examine the parameter's population that organized as comparison too.² This research was aimed knowing the best result from two strategys conducting at two classes by comparing them in increasing writing ability.

¹Ag.Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif* (Yogyakarta; GrahaIlmu, 2013), p.146.

²Sugiyono, 2010, *Statistika Untuk Penelitian*, ALFABETA, Bandung. p.117

The research design can be formulated as follows:

K1	T1	X1	T1
K2	T1	X2	T2

Notes:

K1 : Experimental Class A.

K2 : Experimental Class B.

T1 : Pre-Test.

T2 : Post-Test.

X1 : Treatment Using Presentation Practice Production.

X2 : Treatment Using Action Feelings Setting.

In this research, both experimental class A and experimental class B will receive the treatments.³ As mentioned before, tests were provided for both classes with the same material but different strategy in order to find out the significant achievement between the students who are taught by using Presentation Practice Production strategy and Action Feelings Setting strategy.

³Bambang Setiadi, *Op.cit.* p.131.

B. Variable of the Research

In this research there are two variables, that is Independent Variable and Dependent Variable.

1. The Independent Variables are two strategies, teaching Presentation Practice Production strategy and Action Feelings Setting strategy.
2. The Dependent Variable of research is narrative text writing ability.

C. Operational Definition of Variables

Operational definitions of variables in this research are:

1. Presentation Practice Production

Presentation Practice Production is a teaching strategy which consists of three steps: presentation, practice, and production that are used by involving setting up a situation, eliciting or modeling some language that fits the situation, having students practice the new language in a controlled way and then encouraging students to use the new language.

2. Action Feelings Setting

Action Feelings Setting is strategy for making a narrative text. With Action Feelings Setting strategy that writer will describe in narrative story will look clear. Action is describing what was going on, Feelings are describing about how people felt, and Setting is describing about where and the event took place. Action Feelings Setting is one of the writing teacher's strategies.

3. Narrative Text Writing Ability

Narrative text writing ability is the students' capability to express the idea, through written form to retell the past story. It can be done by providing not only the information but also moral lesson to the readers, which fulfills the five aspects of writing: content, organization, vocabulary, language use, and mechanics to get good writing.

D. Population, Sample, and Sampling Technique

1. Population

According to Ary et.al the large group about which the generalization is made is called a population. A population is defined as all members of any well-defined class of people, events, or objects.⁴ or universe means the entire mass of observation, which is the parent group from which a sample is to be formed".⁵ Based on the definition above, it means that the population is the whole subject that will be studied in the research.

The population in this research is the eighth grade students of SMP PGRI 6 Bandar Lampung in the academic year of 2018/2019. The total population in this research were 208 students which were divided into seven classes. In this research, two classes were used, one class as subject of research. Below is the

⁴Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen. Eight Edition. *Introduction to research in education*, Canada: Wadsworth. Cengage Learning. P.301

⁵Yongesh Kumarsingh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Limited, 2006), p.82

table of population at the eight grade students of SMP PGRI 6 Bandar Lampung in the academic year of 2018/2019

Table 2
The Students at the Firts Semester of the Eighth grade
SMP PGRI 6 Bandar Lampung in the Academic Year of 2018/2019

No	Class	Number of Students		Total
		Male	Female	
1	VIII A	16	14	30
2	VIII B	13	13	26
3	VIII C	17	15	32
4	VIII D	14	14	28
5	VIII E	18	12	30
6	VIII F	17	15	32
7	VIII G	12	18	30
Total		107	101	208

Source: English Teacher at SMP PGRI 6 Bandar Lampung.

2. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁶ Herein, sample is part of individual members which is chosen to represent the whole population. Based on the population above, the sample of the research were two classes.

3. Sampling Technique

In taking the sample, the resercher used cluster random sampling technique. The selection of groups, or clusters of subjects rather than individuals is known as cluster

⁶John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p.309.

random sampling.⁷ The reserch was conducted at the eight grade consists of seven classes. The steps in determining the experimental class A and experimental B class as follows:

- a. The first, the lottery was made.
- b. The second, five pieces of small paper which each piece is the name of each class was provided then it was rolled up and put into a glass.
- c. Third, the glass was shaken and one of the pieces of the paper was taken from the glass. For the first paper as the experimental class A.
- d. Next, the glass was shaken again and the other rolled paper was taken. The name of the class must be different with the name in the first shake so for the second paper as the experimental class B.

E. Data Collecting Technique

1. Pre - test

It is used to know the students' writing ability before the treatments. The test was conductect by asking the students to write their narrative text based on the titles provided. The scoring based on the appropriate steps; content, organization, vocabulary language and mechanic. The result of this test was written in the scoring Colum on the paper. The topics are Mouse Deer and Crocodile, Lutung Kasarung, Cinderella.

⁷Jack R, Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education* (8th ed) (New York: Mc Graw-Hill Companies, Inc,2009),p.95.

2. Post - Test

A posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.⁸ The post - test was conducted after the students the treatment. It was conducted to know the student's narrative text writing ability after they taught by using Presentation Practice Production strategy and Action Feelings Setting strategy. The system and the difficulty of post - test were similar as pre - test but with different topic. The topics were The Mouse Deer and Tiger, Putri Malu, The Frog Prince.

F. Instrument of the Research

Arikunto states that research instrument is a device used by the writer during the data collection by which the work is easier as the data are complete and systematic.⁹ In a row, instrument is a tool to collect the data of the research. The instrument was writing test. The instrument material was chosen based on the school curriculum at the eighth grade of SMP PGRI 6 Bandar Lampung in the academic year of 2018/2019.

The instruments was made, they are pre-test and post-test. Both experimental A and experimental class B was received the same pre-test and post-test. The students were asked to write narrative text with the provided topics, and each of them one topic to be written.

⁸*Ibid.* p.95

⁹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: RinekaCipta, 2013), p.149.

In evaluating the students' narrative text writing, the researcher used the indicator of score narrative writing by Tribble.¹⁰ It can be seen on the table on the appendix 5.

G. Research Procedures

There are some procedures was done by resercher;

1. Planning

Before the research procedures applied, some planning was made to do the application, the steps are:

a. Determining the Subject

The second year students of SMP PGRI 6 Bandar Lampung were chosen. One class was class A as the experimental class A and the other one was class E as the experimental class B.

b. Prepare the Pre-Test

A test (called pre-test) was given to the students. The pre-test was conducted in order to find out the student's score of writing ability in narrative text before treatments. The students were assigned to write narrative text by using generic structure based on the topic "Mouse Deer and Crocodile, Lutung Kasarung, Cinderalla.

¹⁰Christopher Tribble, *Writing*, (Oxford: University Press, 1996), p.130

c. Determining the Material

The materials that have been taught to the students were determined. The material is narrative text writing by using Presentation Practice Production strategy at the experimental class A and Action Feelings Setting strategy at the experimental class B.

d. Preparing the Post-Test

A test (called post-test) was given to the students at experimental class A and experimental class B after given treatment by using Presentation Practice Production strategy and Action Feelings Setting strategy was prepared. By giving the post-test, whether their writing ability will increase or not will be known. The students were assigned to write narrative text by using generic structure based on the topic “The Mouse Deer and The Tiger, Putri Malu, The Frog Prince”.

2. Application

After making the planning, the research procedures that already planned was tried to apply. There are some steps in doing this research:

a. In the first meeting, the pre - test was given. The test is instruction test.

The test is instruction that consists of 4 instructions. The topics are “Mouse Deer and Crocodile, Lutung Kasarung, Cinderella”.

b. In the second meeting, the experimental class A was given treatments by using Presentation Practice Production, at the experimental class B the

treatment was conducted by using Action Feelings Setting. The treatment at those two classes was given until three times.

- c. In the last meeting, the post-test was given to the students at experimental A and experimental class B. The test is instruction that consist of 4 instructions. The topics are “The Mouse Deer and The Tiger, Putri Malu, The Frog Prince”.

3. Analyzing

4. Reporting

In the last point that was did in the research is reporting the steps were:

- a. Analyze the data from pre-test and post-test
- b. Made a report of the findings

H. Validity, Reliability, and Readability of the Test

1. Validity of the Test

Validity is measurement which shows the level of validity of instrument. A valid instrument is a high validity. An instrument can be called valid if the instrument can show the data of variables researched correctly.¹¹ In this research there are several aspects is considered to measure validity of the test.

a. Content Validity

Based on 13 curriculum of writing narrative text at the eighth grade of junior high school, the teaching was intend to enable students to make narrative text.

The test adapts to teach based on this standard of the content. Therefore, the

¹¹ *Op.Cit*, p.86

test should be along with standard of content. To get the content validity of the test, the researcher was try to arrange the material based on the objectives of teaching in the school based on curriculum for the eight grade of SMP. And then, the instrument was consulted to the English teacher at SMP PGRI 6 Bandar Lampung, Ms. Windarti, S.Pd to make sure whether the instrument is valid or not.

b. Construct Validity

Construct validity refers to assumption, showing the measurement used contain correct operational definite, which is based on the theoretical concept. In other words, construct validity is just like a concept, both of them are abstraction and generalization that needed to be defined so clearly that could measure and examined. When the resercher measured or scored writing ability the resercher made sure whether the writing ability is needed to be measure. The instrument will consulted to the English teacher of SMP PGRI 6 Bandar Lampung to make sure whether the instrument valid or not.

2. Reliability of the Test

Arikunto says that “Reliability shows that the instrument can be believed to be used as a tool of data collecting technique when the instrument is good enough. Reliability shows the degree of mainstays about something. Reliability means the data can be believed so it can be relief on.”¹² A good test

¹²Bambang Setiyadi, *Loc.Cit*, p.19.

should have high reliability besides having high validity. To get the reliability of the test, inter-rater reliability was used. It was used when scores on the test are independently estimated by two or more judges or rater. In this case, they are the English teacher at SMP PGRI Bandar Lampung, and the researcher, who will examine the students' writing test of narrative text.

To estimate the reliability of the narrative text writing test, the rank order correlation will be used as follows:

$$p = \frac{1 - 6(\sum d^2)}{N(n^2 - 1)}$$

Notes:

p : Reliability

d : The different of rank correction

N : Number of student

$1-6$: Constant number.¹³

The criteria of reliability

1. A very low reliability ranges from 0.00 to 0.19
2. The low reliability ranges from 0.20 to .39
3. An average reliability ranges from 0.40 to 0.59
4. A high reliability ranges from 0.60 to 0.79
5. A very high reliability ranges from 0.80 to 1.00¹⁴

¹³ Anas Sudijono, *Pengantar Statistik pendidikan*. (Jakarta: P.T. Raja Grafindo Persada, 2006), p. 228

¹⁴ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Rineka Cipta, 2005), p.75

3. Readability of the Test

Readability tests are indicators that measure how easy a documents is to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.¹⁵ To know readability of the procedure test instrument, the resercher followed Kouame's research. The students asked to evaluate instructions of the test and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and describes an item that is difficult to read.¹⁶

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.¹⁷ Thus, based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.

¹⁵Julien B. Kouame, *Using Readability tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants; Journal of Multi Disciplinary Evaluation Vol. VI No. 14 August 2010* (Michigan: Western Michigan University, 2010), p.133.

¹⁶ *Ibid*, p.133.

¹⁷ *Ibid*, p.134.

I. Data Analysis

1. Fulfillment of the Assumptions

a. Normality Test

To analyze the data, normality test used to know whether the data is normally distributed or not. According to Sugiyono the normality test was used to measure whether data in the experimental class A and experimental class B are normally distributed or not.¹⁸ The hypotheses for the normality test are formulated as follows:

H_0 : the data are not normally distributed

H_a : the data are normally distributed

- 1) Arrange the samples' data from the lowest until the highest
- 2) Determine the score of Z_i from each datum by using the following formulation:

$$Z_i = \frac{X_i - \bar{X}}{s}$$

Note:

S : Standard of deviation

X_i : Single datum

\bar{X} : The average score

$$L = \max |F(z_i) - S(z_i)|$$

¹⁸Anas Sugiyono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p. 254.

Note:

$$F(z_i) = P(Z \leq z_i); Z \sim N(0,1)$$

$S(z_i)$ = Number proportion $Z < z_i$ towards all of z_i

3) Determine the L_0 score with the highest score compare to the L_0 score from the table of lififors.

$$L_0 = L_{(\alpha_{in})}$$

4) The criteria are as follows:

Accept H_0 if $L_{\text{observed}} > L_{\text{table}}$

Accept H_0 if $L_{\text{observed}} < L_{\text{table}}$

b. Homogeneity Test

Homogeneity test was used to know whether the data in experimental class A and experimental class B are homogenous or not. The homogeneity test was used to the test of two variances of *fisher test*.¹⁹ We can see the variances as follows:

$$F = \frac{S_{z1}}{S_{z2}}, \text{ where } S^2 = \frac{\sum (x_i - \bar{x})^2}{(n-1)}$$

F = Homogeneity

S_{z1} = the highest variance

S_{z2} = the lowest variance

¹⁹Sudjana. *Op. Cit.* p.249.

The hypotheses for the homogeneity test are formulated as follows:

H_0 : data have the homogenous variances

H_a : data have not homogenous variances

Here are the criteria of homogeneity test:

H_0 is accepted if $F_{\text{observed}} > F_{\text{table}}$

H_0 is accepted if $F_{\text{observed}} < F_{\text{table}}$ ²⁰

c. Hypothetical Test

In this research the researcher was used the quantitative analysis to know whether there is difference between the use Presentation Practice Production strategy and Action Feeling Setting Strategy in increasing the students' narrative text writing ability or not. Because the data was taken from homogeneous population and were normally distributed, the research was used hypothetical. The researcher was used the following t-test formula:

Variant (S^2) was determined by using the following formula:

$$S^2 = \frac{\sum (xi - x)^2}{(n - 1)}$$

Then the calculation was continue by means of t-test formula:

$$T\text{-test} = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

²⁰*Ibid.* p.239

Where:

t : The result of calculating all data

\overline{X}_1 : The average score of experimental class A

\overline{X}_2 : The average score of experimental class B

S_1^2 : The variance of experimental class A

S_2^2 : The variance of experimental class B

n_1 : The students of experimental class A

n_2 : The students of experimental class B²¹

The hypothetical formulas are:

$H_0 : \mu_1 = \mu_2$ (there was no significant difference between the use of Presentation Practice Production strategy and Action Feelings Setting strategy in increasing the students' narrative text writing ability).

$H_a : \mu_1 \neq \mu_2$ (there was a significant difference between the use of Presentation Practice Production strategy and Action Feelings Setting strategy in increasing the students' narrative text writing ability).

Testing criteria:

H_0 is accepted if $t\text{-observed} < t\text{-critical}$

H_a is accepted if $t\text{-observed} > t\text{-critical}$

²¹Sugiyono, *Statistika Untuk Penelitian*, Alfabeta, Bandung, 2011, p. 197.

The steps to use the formula are as follows:

1. Count the mean of both of experimental 1 and experimental class 2 using the following formula:

$$M = \frac{\sum x}{N}$$

Notes:

M = mean

$\sum x$ = total score of post-test

N = number of subject

2. Count of deviation of both of experimental A and experimental B class by using the following formula:

$$\sum x^2 = \sum x^2 - \frac{(\sum X)^2}{N}$$

Notes:

$\sum x^2$ = average deviation

N = number of subject

CHAPTER IV

RESULT AND DISCUSSION

A. Research Procedure

The research was conducted on August until September 2018. Before conducting the research, firstly the researcher asked permission to the headmaster and the English teacher at the school. After having the permission, the researcher conducted the research through the following steps:

1. Determining the subject of research, namely the students at the first semester of the eighth grade of SMP PGRI 6 Bandar Lampung.
2. Designing pre-test and post-test forms.
3. Determining the research samples by using cluster random sampling.
4. Giving the readability test (it was given to non-research sample students).
5. Managing pre-test in order to identify the students' scores in narrative text writing ability before the treatments.
6. Giving treatment to the research samples by comparing students' narrative text writing scores which taught through Presentation Practice Product strategy and those who taught through Action Feelings Setting strategy.
7. Organizing post-test in order to identify the students' score in narrative text writing ability after the treatments.
8. Analyzing the data acquired from pre-test.

9. Analyzing the data acquired from post-test. It was completed by using manual data calculation.
10. Tested the hypothesis and made the conclusion.

B. Description of Treatment

In SMP PGRI 6 Bandar Lampung, English subject was taught twice a week. Pre-test was given to experimental class A and experimental class B, on 15th August 2018 before giving first treatment. The researcher gave the first treatment in experimental class at 08.10 am and in control class at 09.45 am on Wednesday August 22th, 2018. In the experimental class A which consists of 30 students and in the experimental class B which consists of 30 students. There was no student absent in the experimental class A and experimental class B. Then, on Thursday August 23rd, 2018, the researcher gave the second treatment in experimental class A at 09.00 am and in experimental class B at 10.30 am. There was no student absent in the experimental class A and experimental class B.

The researcher gave the third treatment on Wednesday, August 29th, 2018. In this session, the students of experimental class A there was no student absent and in experimental class B there was no students absent. In experimental class A, the treatment began at 08.10 am whereas in experimental class B at 09.45 am. For the last meeting, the researcher gave the post-test to the students in experimental class A and experimental class B on Thursday, September 05th, 2018. All of the students in experimental class A and Experimental class B followed the post-test.

1. Description of the First Treatment

The first treatment was done on Wednesday August 22th, 2018. In pre teaching, the researcher greeted the students in the class, asked them to pray together before teaching and learning process, checked attendance list and gave apperception about the materials to the students. The researcher explained narrative text as the material. Many students looked so nervous. The topic in the first meeting is about “Rapunzel”. In the experimental class A the researcher explained about narrative text, generic structures, and grammatical features of narrative. Besides that, the researcher explained about what is Presentation Practice Production strategy and the steps how to make narrative text by using Presentation Practice Production. While, in the experimental class B the researcher explained about narrative, text, generic structures, and grammatical features of narrative as well. In addition, the researcher explained about Action Feelings Setting strategy and the steps how to make narrative text by using Action Feelings Setting.

In whilst teaching, the researcher asked the students to read and retell about the story of Rapunzel by using Presentation Practice Production strategy at the experimental class A and Action Feelings Setting strategy at the experimental class B individually. After that, researcher asked students to present their writing. In post teaching, the summarizing the lesson and giving chance to ask question dealing with the material. In post

activity, the reflection was delivered and opportunity for the learners to ask questions related to the material was given.

2. Description of the Second Treatment

The second treatment was done on Thursday August 23rd, 2018. In the second treatment was better than the first because the students more enjoy than before. The students enjoyed the materials given. The students were taught through another topic narrative text writing and then practicing to make narrative text by using Presentation Practice Production strategy at the experimental class A and Action Feelings Setting strategy at the experimental class B individually. The topic of second meetings is about “The story of Toba Lake”.

In pre teaching, the researcher and students greeting in the class, asking the students to pray before teaching and learning process, checked attendance list and gave apperception about the materials to the students. Before continuing the lesson, the researcher reviewed the material. In while teaching, the researcher asked the students to read and retell about the story of “ The story of Toba Lake” by using Presentation Practice Production strategy at the experimental class A and Action Feelings Setting strategy at the experimental class B individually. After it, researcher asked students to present their writing. In post teaching, the researcher summarizes the lesson and giving chance to ask question dealing with the material. The students looked interesting in teaching

learning process. Beside it, the researcher told about the students' progress in writing narrative text. The students looked interesting in teaching learning process.

3. Description of the Third Treatment

The third treatment was done on Wednesday, August 29th, 2018, was better than the second treatment because the students felt accustomed in teaching learning process through Presentation Practice Production strategy at the experimental class and Action Feelings Setting strategy at the experimental class. The researcher did not felt hard to explain what students should do because the students had already known what they must done step by step. The topic in the last meeting about "The cleaver Monkey". The students were given treatment with the similar strategy.

In pre teaching, the researcher and students greeting in the class, asked the students to pray before teaching and learning process, checked attendance list and gave apperception about the materials to the students. Before continuing the lesson, the researcher reviewed the material. In while teaching, the researcher asked the students to read and retell about the story of "The cleaver Monkey" by using Presentation Practice Production strategy at the experimental class A and Action Feelings Setting strategy at the experimental class B individually. After it, researcher asked students to present their writing. In post teaching, the researcher was summarizing

the lesson and giving chance to ask question dealing with the material. The students looked interesting in teaching learning process.

C. Data Description

The research was aimed to know whether there was any difference between the students narrative text writing ability after giving treatment by using Presentation Practice Production strategy at the experimental class A and Free Action Feelings Setting strategy at the experimental class B in this research. The research was conducted on the first semester of the eighth grade at SMP PGRI 6 Bandar Lampung. The number of population was 208 students of the first semester. Two classes as sample of research, they were VIII A and VIII E. In this case, Cluster Random Sampling was chosen when choosing the sample. Furthermore, the instrument of this research was written test especially in narrative text.

1. Result of Pre-Test and Post-test

Before conducting three meetings of treatments, the pre-test was given to the students. Then, after treatments applied, the post-test was conducted to the sample. The pre-test was given to the students before treatment and at the end of the program a post-test was given both in experimental class A and experimental class B in order to find out whether there was significant differences of students' writing ability between the student those who are taught through Presentation Practice Production strategy and the student those who are taught through Action Feelings Setting strategy.

The analysis showed that the mean score of pre-test in experimental class A was 55.77. The highest score was 75 while the lowest score was 31. The median score was 59.5 and the mode 60. While in experimental class B the mean score was 56. The highest score was 72 and the lowest score was 35. The median score was 59.5 and the mode was 61. It can be seen on the figure 1 and 2.

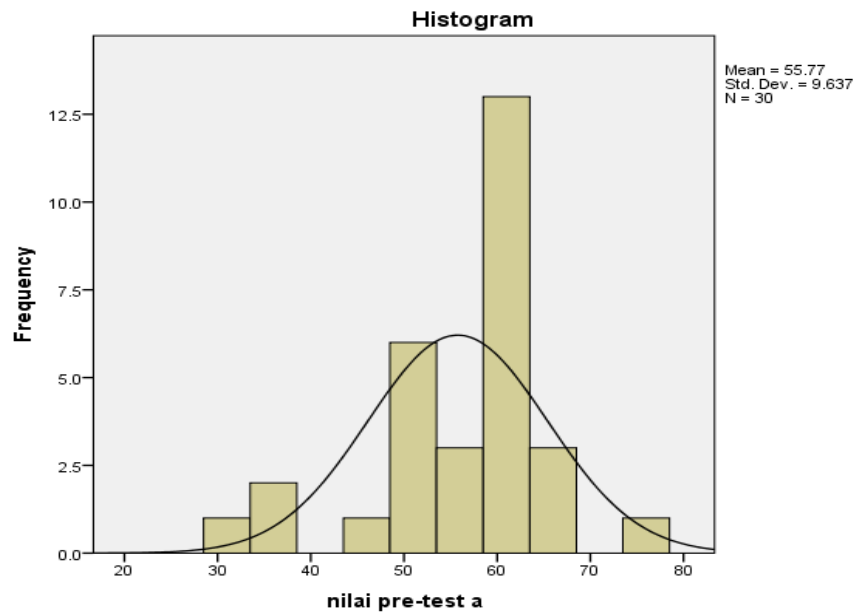


Figure I

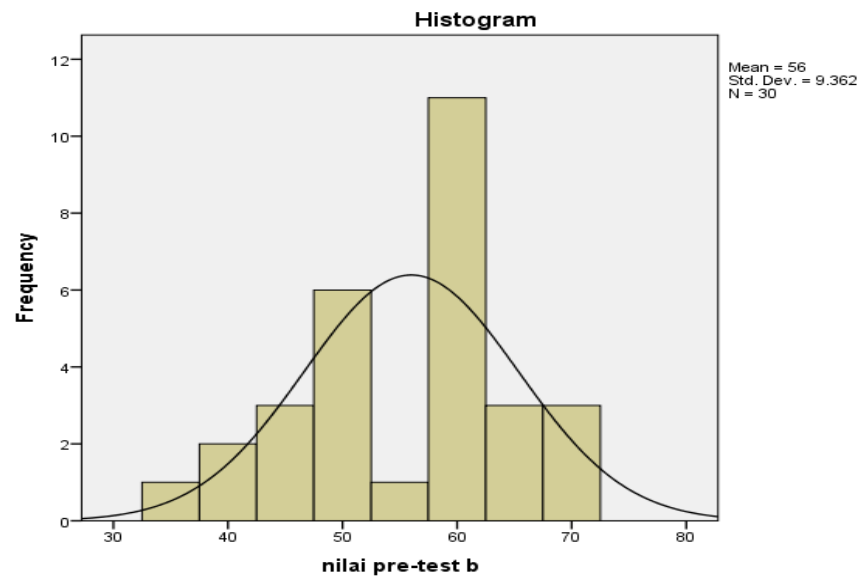


Figure 2

Mean score of post-test in experimental class A was 75.6. The highest score was 85 while the lowest score was 67. The median score was 74.5 and the mode was 70. While in experimental class B the mean score was 79.2. The highest score was 89 and the lowest score was 65. The median score was 75 and the mode was 81. It can be seen on figure 3 and 4.

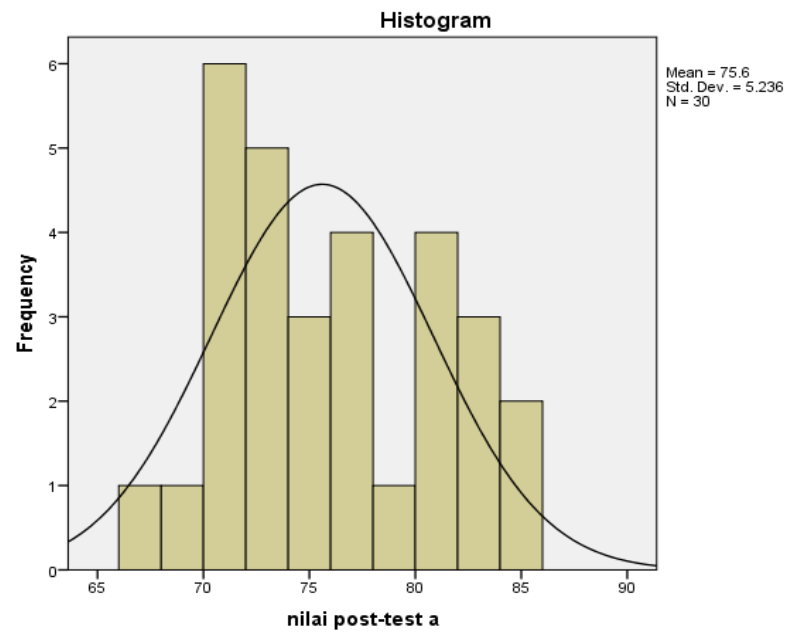


Figure 3

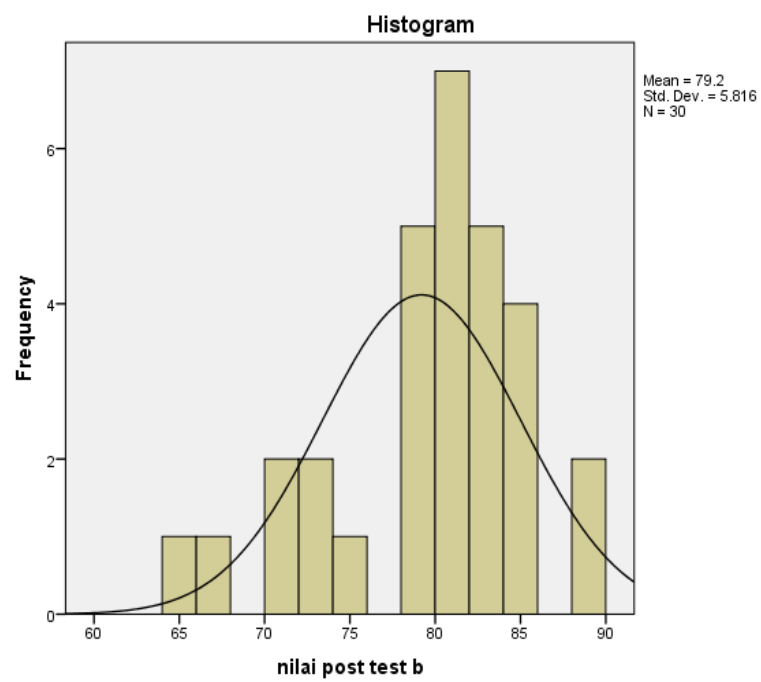


Figure 4

2. Result of Normality Test

The normality test was used to measure whether the data in the experimental class A and in the experimental class B were normally distributed or not. The score of normality test for post-test of both classes were marked by L_{observed} .

The hypothesis formulas as follows:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution

The criteria acceptance:

H_a is accepted if $L_{\text{observed}} > L_{\text{critical}}$ it means that the distribution of the data is not normal.

H_0 is accepted if $L_{\text{observed}} < L_{\text{critical}}$ it means that the distribution of the data is normal.

Table 5
Normality of the Pre Test in Experimental Class A and Experimental Class B

Class	Pre-Test		Calculation
	L_{observe}	L_{critical}	
Experimental A	0.12793	0.1610	Normal
Experimental B	0.11653	0.1610	Normal

Based on the Table 5, it can be seen that in the experimental class A and experimental class B showed if $L_{\text{observe}} < L_{\text{critical}}$. So, the calculation is normal. (See appendix 25 and 26)

Table 6
Normality of the Post Test in Experimental Class A and Experimental Class B

Class	Post-Test		Calculation
	L_{observe}	L_{critical}	
Experimental A	0.12123	0.1610	Normal
Experimental B	0.12070	0.1610	Normal

Based on the Table 6, it can be seen that in the experimental class A and experimental class B showed if $L_{\text{observe}} < L_{\text{critical}}$. So, the calculation was normal. (See appendix 27 and 28)

3. Result of Homogeneity Test

Homogeneity test was used to determine whether the data obtained from the sample homogeneous or not.

The hypothesis formulas as follows:

H_0 : data have the homogenous variances

H_a : data have not homogenous variances

The criteria acceptance:

H_0 is accepted if $F_{\text{observed}} < F_{\text{critical}}$, it means that the variance of the data is homogenous.

H_a is accepted if $F_{\text{observed}} > F_{\text{critical}}$, it means that the variance of the data is not homogenous.

Table 7
Homogeneity of Experimental Class A and Experimental Class B

	The biggest Variance	The smallest Variance	F_{observed}	F_{critical}	Calculation
Pre-Test	92.87472	87.65517	1.05954	1.9	Homogenous
Post-Test	33.82069	27.42069	1.23340	1.9	Homogenous

Based on Table 7, it can be seen that the result of pre test was 1.05954 and the result of post-test was 1.23340, while the $F_{critical}$ at the significant level of 0.05 is 1.9. It proves that H_0 is accepted because $F_{observed}$ is $< F_{critical}$. It means that the variance of the data is homogenous. (See appendix 29 and 30)

4. Result of Hypothetical Test

Based on the previous explanation, the normality and homogeneity test were satisfied. Therefore, the following t-test by independent t-test for hypothetical of test was used.

The hypotheses as follows:

H_0 : There was no significant achievement in writing narrative text between the students who are taught by using Action Feelings Setting strategy and the students who are taught by Presentation Practice Production at the SMP PGRI 6 Bandar Lampung in the academic year of 2018/2019.

H_a : There was significant achievement in writing narrative text between the students who are taught by using Action Feelings Setting strategy and the students who are taught by Presentation Practice Production at the SMP PGRI 6 Bandar Lampung in the academic year of 2018/2019.

The criteria of the test as follows:

H_0 is accepted, if the score of $T_{\text{observed}} < T_{\text{critical}}$, on other case H_a administered.

H_a is accepted, if the score of $T_{\text{observed}} > T_{\text{critical}}$, with $\alpha = 0.05$ (5%)

The result was showed in table 8 below:

Table 8
The Result of Hypothesis Test

The Difference	T-observed	T-critical	Conclusion
	5.11729	2.000	Significant

In this case the significant level of 0.05 was used. Based on the result of T-test calculation (Table 8), it showed that T-observed was higher than T-critical; the result was $5.11729 > 2.000$ which means that H_a was accepted because $T_{\text{observed}} > T_{\text{criteria}}$. Thus, it can be assumed that there was significant difference of Presentation Practice Product strategy and Action Feeling Setting Strategy in increasing the students' Narrative Text Writing Ability at the Eighth Grade of First Semester at SMP PGRI 6 Bandar Lampung in the Academic Year of 2018/2019. (see Appendix 31)

D. Discussion

In SMP PGRI 6 Bandar Lampung, English subject was taught twice a week. The researcher gave the first treatment in experimental class at 08.10 am and in control class at 09.45 am on Thursday, September 27th, 2018. In the experimental class A which consists of 30 students and in the experimental class B which consists of 30 students. There was no student absent in the experimental class A and experimental class B. Then, on Wednesday 3rd, 2018, the researcher gave the second treatment in experimental class A at 09.00 am and in experimental class B at 10.30 am. There was no student absent in the experimental class A and experimental class B.

Most of students in the experimental class A and experimental class B gave response to what teacher instructed. All of students in the experimental class A and experimental class B gave good response. They tried to do those activities well. They were enthusiastic in teaching learning process. The researcher asked to the students both in the experimental class A and experimental class B, they said that they enjoyed learning writing through Presentation Practice Production and Action Feelings Setting strategy. They helped students to retell of narrative text writing.

After getting the treatments and post-test was conducted, it found that there was significant difference between the experimental class A and experimental class B those who are taught through Presentation Practice Production and those who are taught through Action Feelings Setting. Where the result of teaching narrative text writing those who are taught through Action Feelings

Setting was higher than those who are taught through Presentation Practice Production. It could be seen the mean post-test score of experimental class A was 75.6 and in the post-test score of experimental class B was 79.2.

Based on the analysis of the data and the testing of hypothesis, the result of the calculation was found that the null hypothesis (H_0) was refused and the alternative hypothesis (H_a) was accepted. The result of data analysis showed that the result of T-test is 5.11729 and the result of T-critical is 2.000, because the $t_{\text{observed}} > t_{\text{critical}}$, it means that there was a significant different achievement between the students those who are taught through Action Feelings Setting and those who are taught through Presentation Practice Production towards students' narrative paragraph writing ability.

From the analysis above, we know that the students who got high frequency of Action Feelings Setting got better result than Presentation Practice Production. So, in this case, the researcher would like to say Action Feelings Setting was one of good approach in motivating students learning English in narrative text writing. It can be said that Action Feelings Setting can improve students' narrative text writing better than the other one.

It was supported by the previous research which has done by Novi Sulastri. Based on the result of her research, she found that there was significant effect of using action feelings setting strategy towards students writing ability in

narrative text.¹¹ It means that using Action Feelings Setting in the teaching and learning of writing process can help to motivate the students to be better in writing.

Based on those explanation it can be concluded that Action Feelings Setting is a good strategy that can be applied to help students more creative, interesting, concentration, and more easy to learning writing process.



¹¹Novi Sulastrri, *The Effect of Using Action- Feelings- Setting Strategy Toward The Ability In Writing Narrative Text*. Faculty of Education And Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru. 2013

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

At the end of the research, the data statistically has been analyzed. Based on the ending, it can be concluded that there the improvement of students' narrative text writing is higher in experimental class B (Action Feeling Setting) than in experimental class A (Presentation Practice Production).

It can be concluded that there is significant difference of students' narrative text writing effect between those who were taught through Presentation Practice Product strategy and those who were taught through Action Feelings Setting strategy. It is supported by $T_{\text{observed}} > T_{\text{critical}}$ is $5.11729 > 2.000$ it means that there is advantages of Action Feelings Setting strategy towards students' narrative text writing at the first semester of the eighth grade at SMP PGRI 6 Bandar Lampung in the Academic Year of 2018/ 2019.

B. Suggestion

1. For the Teacher

- a. Action Feelings Setting as an alternative strategy for the teaching process is a good way to be applied at the eighth at the eighth grade of SMP PGRI 6 Bandar Lampung to improve students' narrative text writing ability.

- b. In this research, the treatments had done in three meetings. Other researcher can spend more time in giving the treatments to the students so that the targets can get more exercises.
- c. In this research, Presentation Practice Production strategy and Action Feelings Setting Strategy were used to help the students of junior high school, especially in narrative text writing. Further researcher can implement this strategy in different level of students, senior high school for instance.
- d. The researcher was focused on comparison between Presentation Practice Production strategy and Action Feelings Setting strategy in increasing students' narrative text writing ability. Therefore, it is suggested for the next researcher to compare between Presentation Practice Production strategy and Action Feelings Setting strategy in increasing other English skills such as listening, speaking, or reading skill.
- e. Using Action Feelings Setting in teaching English writing of narrative text is recommended for English teachers, especially for junior high school to attract students' interest and as solution in learning English.

2. For the Students

- a. The students should study hard and create their confidences in writing English in order to develop their ability in writing English.
- b. The students should practice the language they have learned whether with their friends and teacher.

c. For the School

- a. The school should provide more modern media when teaching English so they will be interested in learning process.
- b. The school should provide other facilities for the students to practice English competency.
- c. The school should provide more English books to be read by students, so they can increase their knowledge.

d. For the Other Researcher

- a. In this research Presentation Practice Product strategy and Action Feelings Setting Strategy were applied to increase students' narrative text writing ability. The other researcher can use those two strategy more effectively if the time is enough, so after giving Presentation Practice Product strategy and Action Feelings Setting Strategy, they can give explanation more clearly by face to face with the students.
- b. In this research, the treatments had done in three meetings. Other researchers can spend more time in giving the treatments to the students so that the targets can get more exercises.
- c. In this research, Presentation Practice Product strategy and Action Feelings Setting Strategy were used to help the students of junior high school, especially in narrative text writing. Further researchers can implement these strategy in different level of students, senior high school for instance.

- d. The research was focused on comparison between Presentation Practice Product strategy and Action Feelings Setting Strategy in increasing students' narrative text writing ability. Therefore, it is suggested for the next researcher to compare between Presentation Practice Product strategy and Action Feelings Setting Strategy in increasing other English skills such as listening, speaking, or reading skill.



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